

## Georgetown

**ABSOLUTE RATING:** Average  
**IMPROVEMENT RATING:** Average

**Absolute Ratings of Similar Districts**

Unsatisfactory	Below Average	Average	Good	Excellent
0	0	14	2	0

### Definitions of District Rating Terms

**Excellent-** District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal.

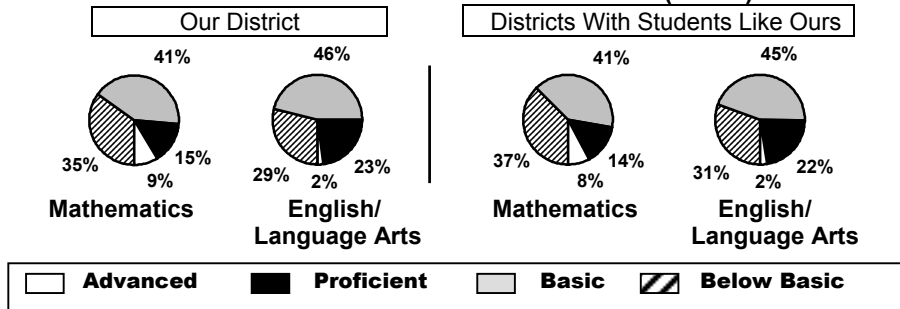
**Good-** District performance exceeds the standards for progress toward the 2010 SC Performance Goal.

**Average-** District performance meets the standards for progress toward the 2010 SC Performance Goal.

**Below Average-** District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal.

**Unsatisfactory-** District performance fails to meet the standards for progress toward the 2010 SC Performance Goal.

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS



### DEFINITIONS OF CRITICAL TERMS:

- Advanced** – Student performance exceeded expectations.
- Proficient** – Student performance met expectations.
- Basic** – Student performance met minimum performance expectations.
- Below Basic** – Student performance did not meet minimum performance expectations.

### PERFORMANCE BY STUDENT GROUPS

Student Group	Exit Exam Passage Rate by Spring 2002		Eligibility for LIFE Scholarships*		Students Scoring Basic or Above on The PACT		
	N	%	N	%	N	% ELA	% Math
<b>All students</b>	541	93.2%	523	18.4%	4,612	71.2%	65.1%
Students with disabilities other than speech	9	44.4%	38	0.0%	548	44.7%	32.1%
Students without disabilities	525	88.6%	485	19.8%	4,039	75.3%	70.0%
<b>Gender</b>							
Male	244	89.8%	249	16.9%	2,340	65.6%	64.1%
Female	290	86.2%	274	19.7%	2,272	77.0%	66.2%
<b>Ethnic Group</b>							
African American	249	77.5%	280	3.6%	2,645	62.0%	52.9%
Hispanic	1	I/S	0	N/A	31	61.3%	59.4%
White	283	96.8%	243	35.4%	1,925	83.9%	81.8%
Other	1	I/S	0	N/A	11	90.9%	90.9%
<b>Lunch Status</b>							
Free/reduced-price lunch	156	75.6%	199	4.5%	2,902	64.4%	56.7%
Pay for lunch	375	93.1%	324	26.9%	1,663	84.8%	81.4%

N equals number of students on which percentages are calculated.

\*Using the criteria for students who entered college in fall 2001.

## Georgetown

### TENTH GRADE PASSAGE OF ONE OR MORE SUBTESTS OF THE EXIT EXAM

	First-time Examinees		
	2000	2001	2002
<b>Our district</b>			
Passed all 3 subtests	65.0%	60.6%	68.0%
Passed 2 subtests	16.2%	20.6%	18.4%
Passed 1 subtest	13.2%	13.4%	10.1%
Passed no subtest	5.6%	5.3%	3.5%
<b>Districts with students like ours</b>			
Passed all 3 subtests	62.4%	64.1%	64.4%
Passed 2 subtests	19.6%	18.6%	17.8%
Passed 1 subtest	11.2%	10.4%	11.3%
Passed no subtest	6.8%	6.9%	6.5%

### LIFE scholarships at four-year institutions\*

	Percent of Seniors Meeting Grade Point Average Requirement	Meeting SAT/ACT Requirement
Our District	18.4	36.3
Districts Like Ours	17.0	46.7
		18.9
		17.3

\*Using the criteria for students who entered college in fall 2001.

**College Admissions Tests:** Tests that are frequently used in the college admissions process.

	SAT Verbal		SAT Math		SAT Total		ACT English		ACT Math		ACT Reading		ACT Science		ACT Total	
	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002	2001	2002
District	478	480	481	485	959	965	17.2	17.7	18.1	18.2	18.3	19.0	18.0	18.5	18.1	18.5
State	486	488	488	493	974	981	18.8	18.8	19.3	19.1	19.5	19.3	19.2	19.2	19.3	19.2
Nation	506	504	514	516	1020	1020	20.5	20.2	20.7	20.6	21.3	21.1	21.0	20.8	21.0	20.8

These tests were administered to samples of students:

**Terra Nova Test:** A national, norm-referenced achievement test.

	Reading		Language		Math		Total	
	State	Nation	State	Nation	State	Nation	State	Nation
Grade 4	47.8	50.0	43.1	50.0	58.4	50.0	50.5	50.0
Grade 7	45.8	50.0	59.4	50.0	54.7	50.0	53.9	50.0
Grade 10	59.6	50.0	59.5	50.0	62.4	50.0	59.1	50.0

**National Assessment of Education Progress :** A national, criterion-referenced achievement test.

Test	Grade	Year	Advanced		Proficient		Basic		Below Basic	
			State	Nation	State	Nation	State	Nation	State	Nation
Reading	4	1998	4	6	18	23	33	32	45	39
Writing	8	1998	0	1	15	23	64	59	21	17
Mathematics	4	2000	2	3	16	23	42	43	40	31

### ABBREVIATIONS FOR MISSING DATA

N/A – Not Applicable

N/C – Not Collected

N/R – Not Reported

I/S – Insufficient Sample

## DISTRICT PROFILE

### INDICATORS OF DISTRICT PERFORMANCE

	This District	Change from Last Year	Districts With Students Like Ours	Median District
<b>DISTRICT</b>				
• Dollars per student	\$8,012	Up 8.6%	\$7,162	\$7,072
• Prime instructional time	88.5%	No change	89.2%	89.9%
• Student-teacher ratio	15.5 to 1	Up from 12.1 to 1	17.6 to 1	18.6 to 1
• Vacancies for more than nine weeks	0.6%	Down from 0.8%	0.7%	0.4%
<b>STUDENTS (n=9,927)</b>				
• Advanced placement/ Int'l baccalaureate program:				
Participation Rate	11.1%	N/A	8.9%	9.3%
Exam Success Rate	43.1%	N/A	58.1%	52.7%
• Attendance Rate	95.5%	Down from 95.6%	95.7%	96.0%
• Taking PACT (ELA) off grade level	10.0%	Up from 2.9%	8.6%	7.1%
• Taking PACT (Math) off grade level	8.8%	Up from 2.7%	6.8%	5.6%
• Retention rate	7.3%	No change	6.2%	5.6%
<b>TEACHERS (n=797)</b>				
• Professional development days per teacher	N/R	N/R	5.0 Days	5.0 Days
• Attendance rate	94.3%	Up from 94.1%	94.9%	95.0%
• Advanced Degrees	46.2%	Up from 44.0%	45.1%	46.6%
• Continuing contracts	78.4%	Up from 77.1%	81.9%	83.1%
• Out-of-field permits	3.0%	Down from 3.4%	2.6%	2.0%
• Teachers returning from the previous year	90.2%	Up from 89.3%	88.1%	88.6%
• Average salary	\$39,052	Up 5.1%	\$38,542	\$39,023

### DISTRICT FACTS

<b>DISTRICT</b>				
• Annual dropout rate	1.5%	Down from 2.5%	3.7%	3.1%
• Percentage spent on teacher salaries	51.2%	Up from 51.1%	53.9%	53.7%
• Superintendent's years in the district	3.0	Up from 2.0	3.0	3.0
• Parent conferences	82.2%	Up from 81.0%	92.1%	93.9%
• Opportunities in the arts	Good	No change	Excellent	Excellent
• Number of schools	17	Up from 16	10	8
• Number of alternative schools	0	No change	0	0
• Number of charter schools	0	No change	0	0
• Number of magnet schools	0	No change	0	0
• Portable classrooms	10.8%	Down from 14.3%	8.5%	6.6%
• Attendance rate of district office staff	96.9%	Up from 96.7%	95.1%	96.8%
• Average administrative salary	\$69,409	Up 4.8%	\$65,273	\$66,570
<b>STUDENTS</b>				
• Enrollment in adult education GED or diploma programs	906	N/A	110	129
• Number of completions in adult education GED or diploma programs	85	N/A	43	37
• Suspensions and expulsions	2.2%	N/A	1.6%	1.5%
• Percent eligible for state gifted and talented programs	11.7%	Up from 9.9%	10.6%	10.6%
• Percentage with disabilities other than speech	10.9%	Up from 10.1%	11.2%	10.7%

Georgetown School District  
2018 Church Street  
Georgetown, South Carolina 29440



**Grades** K-12

**Enrollment:** 9,927 Students

**Superintendent** Dr. Chuck Gadsden 843-546-2561

**Board Chair** Charlesann H. Buttone 843-546-5720

## THE STATE OF SOUTH CAROLINA

**Annual District  
Report Card**

**2002**

### DISTRICT SUPERINTENDENT'S REPORT

The Georgetown County School District has worked diligently to improve student learning and achievement. For the 2002-2003 school year, the district has refined the Teaching and Learning System (TLS), the district wide curriculum. Previously, the Teaching and Learning System was aligned to State Standards, Goals, and Objectives. Now, TLS will be the State Standards, Goals, and Objectives in each subject area. Other refinements include eliminating emphasis on essential, expected, and extended objectives; item bank will consist of questions from the State level with selected district questions being added; students must master a percentage (to be determined) of all objectives taught in a grading period plus have a certain average in order to receive a particular letter grade; pacing guides will be more flexible and placed in the system at the beginning of each grading period; as State makes revisions, changes will be made in TLS; and more funds will be spent on working with teachers to develop units and additional assessment items. Another initiative implemented to improve student learning and achievement is Understanding By Design (UBD). UBD is an approach to planning which focuses on increasing the student's understanding on content. The district's desire is to move away from teaching and assessing only at the knowledge level and to move toward teaching and assessing at the higher level of understanding such as analysis and application. Also the district has implemented PACT workshops at each elementary and middle school. The purpose of PACT workshops is to provide remediation and reinforcement for students to move from Below Basic to Basic, from Basic to Proficient, and from Proficient to Advanced. A special congratulation goes out to our schools that received the SC Reads Grant, Palmetto Gold and Silver Awards and to our teachers who achieved National Board Certification.

With the refinement to TLS, the implementation of UBD, and our teachers and administrators' dedication, we are looking forward to a successful year.

Dr. Chuck Gadsden  
Superintendent

### South Carolina Performance Goal:

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the five fastest improving systems in the country.

For more information, visit  
[www.myschools.com](http://www.myschools.com) or  
[www.sceoc.org](http://www.sceoc.org)